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ABSTRACT

There are limitations inherent in a competency-based approach to counselor education, beginning with the assumption that it is impossible to specify all the competencies that a counselor needs or should have for any given setting. It follows from these assumptions that the designing of instruction cannot deal operationally with more than a limited range of important counselor capabilities. The author proposes a hierarchy of learning outcomes for counselor education based on a learning model by Robert Gagne. From early to later development these learning outcomes included: (1) motor skills; (2) intellectual skills; (3) verbal information; (4) cognitive strategies; and (5) attitude learning. The major portion of the paper provides the detailed analysis of this hierarchy and its relevance to competency-based program development. (Author/PC)

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BEYOND COMPETENCY BASED INSTRUCTION: A LEARNING HIERARCHY FOR COUNSELOR EDUCATION

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Developing a competency based counselor education program essentially requires a systematic design for instruction. Learning objectives are professional competencies which can be demonstrated at some point in the learning process. Instruction is designed to implement the learning more efficiently and directly. Evaluation is based on performance.

While the essential elements in this system are simple, the reality we are dealing with in counselor education is quite complex. In dealing with this complexity we have lacked an adequate analysis of the types of learning that are involved in counselor education so that instruction can be designed in various ways to account for different types of learning outcomes. And in relation to such an analysis, we also need to examine the possibility of identifying any sequentially hierarchical learning patterns that might enable us to do a better job of designing the counselor education instruction.

In undertaking this task I have drawn on "systems thinking" but I have been forced by my own experience to move beyond what I believe are the parameters of competency based instruction. I have discovered that the limitations inherent in a competency based approach cannot be transcended by a systems approach because the system as an intellectual tool is itself a limitation. At the same time, I hope that by defining these limitations systematically I will help reveal the possibilities for more effective training that exist both within and without these parameters.

I begin with the assumption that it is not possible to specify all the competencies that a counselor needs or should have for any given setting. I further assume that even if all the important competencies could be identified in some fashion,

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there would be many that could not be meaningfully (i.e., operationally) defined for the purpose of designing instruction.

It follows from these assumptions that the initial phase of designing instruction, namely the statement of performance objectives (or competencies to be mastered), cannot deal operationally with more than a limited range of important counselor capabilities. This limitation has important implications which I shall discuss later in this paper.

Given a range of competencies to be learned, it follows that some differentiation needs to be made of the types of learning involved. From such a differentiation it will follow that different learning experiences would be designed to promote the different types of learning that are desired. For this to occur systematically, a learning model is needed. The learning model which I shall use in this paper is based on the work of Robert Gagne as applied to the design of instruction. (Gagne and Briggs, 1974).

Categories of Learning Outcomes

Gagne and Briggs identify five categories of learning outcomes: Intellectual Skills, Cognitive Strategies, Verbal Information, Motor Skills, and Attitudes. These learning outcomes are understood as human capabilities. These capabilities are inferred from observing different kinds of performance in a variety of ways and situations. A brief summary description of each type follows:

Intellectual Skills are differentiated into skills of discrimination, identifying concrete concepts, classifying by means of defined concepts (definitions), demonstrating a rule, and generating problem solving operations by the application of higher-order rules.

Cognitive Strategies represent a special kind of intellectual skill. They are differentiated from intellectual skills primarily on the basis of their being internally organized skills which govern the learner's own behavior. (Gagne and Briggs, p.47). Cognitive strategies apply to various skills that the learner uses to manage the processes if attending, learning, remembering, and thinking. Obviously, this is a rather complex human capability which represents a higher order capability that distinguishes

it from the intellectual skills per se.

Verbal Information involves the learning of labels, of facts, and of bodies of knowledge. The key to such learning is the provision of a larger meaningful context through which information can be organized, stored in the memory, and retrieved for use later.

Attitudes have been defined from the standpoint of both cognitive and affective components. Gagne and Briggs suggest the definition of an attitude as "an internal state which affects an individual's choice of action toward some object, person, or event". (p.62). The emphasis is on personal actions as choices from which an attitude (internal state) is inferred.

Motor skills are "learned capabilities that underlie performances whose outcomes are reflected in the rapidity. accuracy, force or smoothness of bodily movement". (p.66). The key to learning motor skills is practice with frequent feedback to the learner.

A Proposed Hierarchy of Learning Outcomes

I propose a heirarchy of learning outcomes for counselor education that would order these five categories sequentially, from early to later development, as follows;

1. Motor skills
2. Intellectual skills
3. Verbal information
4. Cognitive strategies
5. Attitude learning

The body of this paper will provide the more detailed analysis of this hierarchy and its relevance to competency based program development, but a brief summary of the salient aspects of this hierarchy is offered here.

I do not consider that the learning of motor skills is of any significant importance to counselor education. Those motoric responses that any counselor might

need to make in the context of counseling are assumed to be well developed capabilities by the time the student begins the counselor education program. No further reference will be made to motor skills. They being the hierarchy as an assumed given.

While intellectual skills are extremely important to counseling, we must presume that the capabilities associated with intellectual skills have already been adequately developed by the time the student enters the counselor education program. The counselor education program will not teach discrimination, learning of concrete concepts, definitions, rules, and problem solving with higher order rules. Counselor education competencies must assume these skills as part of the selection procedure and as part of the reality that the learning to be undertaken is by definition "higher learning" associated with graduate study. Our analysis will not consider intellectual skills further. They are at the second step of the hierarchy as an assumed given.

The learning outcomes associated with the development of counselor competencies actually begin with the third stage of verbal information learning. Counselor competencies do require the learning of new bodies of knowledge and orderly constellations of facts and concepts. Intellectual skills already assumed are important to information learning. Specific instruction may be designed to attain the necessary verbal information learning in counselor education.

We also assume that the counselor education student begins the learning process with already well developed cognitive strategies. However, the student must learn to apply that capability to a whole new class of problems primarily associated with interpersonal relationships. This requires new learning opportunities to practice new problem solving skills associated with the learning category of cognitive strategies. We further assume that the effective use of many cognitive strategies

in counseling will require the prior learning of certain information. Thus, the learning sequence would place some of the verbal information learning as subordinate to the learning of cognitive strategies.

The final stage in the learning hierarchy involves attitude learning. I shall make a case that attitude learning, so far as counselor education goes, is a special case of learning that cannot be subsumed within the boundaries of a competency based approach to learning. I place attitude learning at the top of the hierarchy not as a sequential position but to suggest that it involves an aspect of counselor education that must go beyond competency based instruction and proceed from quite different assumptions from those that govern the learning of the first four categories.

From a sequential point of view, attitudes are neither subordinate or superordinate. Rather they pervade all other aspects of learning in counselor education and their development must proceed simultaneously with all other stages and categories of the learning process.

One further word of introduction is in order before proceeding to the detailed analysis. The hierarchy as given can be understood as analogous to a continuum from conscious to unconscious learning experience. Although I do not understand consciousness and unconsciousness to be strictly dichotomous, for the purposes of our discussion, we can say that the first four stages of this hierarchy represent primarily conscious or intellectual learning, and the last stage represents a mode of learning that involves making contact with unconscious forces and processes. By definition, the unconscious cannot be structured in the form of operationally defined competencies and at this point the learning experience must extend beyond the boundaries marked off by a competency based program.

Any analysis of types of learning outcomes must stem from the definition of what is to be learned, or in our case the specification of the counselor competencies.

I intend to beg this question in this paper. The sources from which a list of counselor competencies can be drawn are numerous and various. At least one important published source for school counselor competencies is available (APGA Press, 1973). My own work in writing counselor education objectives, as well as other available efforts, provides the basis for this analysis of learning outcomes. (See: Cook, 1974a, Winborn, et al, 1971)

DESIGNING COMPETENCY BASED INSTRUCTION

The learning hierarchy described above assumes the prior development of the first two stages, motor skills and intellectual skills. The first learning outcome for which instruction needs to be designed within the counselor education program is verbal learning. In designing instruction for the learning of various knowledge base information, I do not assume the existence of any particular subordinate-superordinate learning sequence. There may be such identifiable sequences within any particular knowledge area (e.g., a learning sequence of correlation-reliability-validity-specific tests), but there would not appear to be any obvious sequence that would require the study of one particular knowledge area before studying another.

We do, however, assume that there are some meaningful sequences between verbal learning and the learning of cognitive strategies. Thus, we can single out certain knowledge base areas (such as psychological testing) which we might want students to learn before they become too heavily involved in the more complex learning of cognitive strategies, (such as using test information in counseling). My analysis will hopefully clarify this sequential relationship.

Designing Instruction for Verbal Information Learning

Facts to be learned need a meaningful context and bodies of knowledge need to be orderly or organized in some fashion to maximize the learning. Much of this kind of material can be developed in individualized instructional packages following good principles of instructional design. (See, for example, Baker and Schutz, 1971, Gagne and Briggs, 1974). This learning may take place independently of the classroom. Evaluation can be criterion referenced through testing that essentially asks the learner to state in some way what has been learned.

I have produced such a learning package for the basic conceptual content of six counseling theories. (Cook, 1974). Other examples of information learning in counselor education would include occupational information, vocational development theory, decision making theory, concepts of psychological testing, ethical standards, information and referral resources, and a variety of psychological and sociological theories and concepts.

As I pointed out above, there is no inherent sequence within the verbal information learning category for counselor education. Furthermore, we are also safe in assuming that much of the knowledge base learning that we would expect from our students in counselor education has already been learned before beginning the program. This means that the learner may provide his or her own sequencing in accordance with previously learned knowledge. By offering a variety of knowledge/information learning packages and criterion referenced mastery tests associated with the attainment of certain competencies, the learner can proceed at a rate and in a sequence that is most suitable for him or her.

In my judgment, the category of verbal information learning provides the most systematically accessible learning area in counselor education for improving learning efficiency and designing instruction that can be meaningfully related to performance objectives.

Designing Instruction for Learning Cognitive Strategies

Designing instruction for learning outcomes related to cognitive strategies is much more complex and requires some careful analysis. A cognitive strategy is an internally organized skill for arriving at novel solutions to problem situations. This is not the same as applying a rule, even a higher order rule, to a similar class of problems where the solution is basically the same each time. This would be a lower level intellectual skill.

Cognitive strategies represent, in one sense, the capability to deal with life situations by internally organizing strategies for coping and taking necessary action to deal with the environment. This is fundamental to healthy existence. We recognize that any cognitive strategy is dependent on the necessary development of intellectual skills required for a particular problem solution. We also recognize that some solutions may be precluded as options by environmental circumstances. But given whatever conditions, limiting or otherwise, the capability to utilize effective cognitive strategies is an important human capability.

One important area of human concern for which counseling is sought can be broadly classified as a breakdown in effective use of cognitive strategies. An inability to make decisions is just one example of an underdeveloped capability in the cognitive strategy function. The task of the counselor in such a situation might literally be described as helping the client to improve his or her cognitive strategy capability. This is essentially a learning situation and one that brings a close identity of counseling with the learning process.

There are a range of counseling procedures that may be appropriately described as cognitive strategies. Counseling for improved decision making skills is one example. Rational-Emotive Therapy is essentially a method for promoting cognitive restructuring so that a more rational (i.e., cognitive) approach may be taken toward solving life problems. Many behavioral counseling strategies such as contingency

contracts and behavior rehearsal involve the use of cognitive strategies.

In a competency based program, the counselor educator would need to identify for the student a range of cognitive strategy options for helping clients solve or deal with a variety of personal/developmental problems. The implementation of these strategies in counseling can often be described in the operational terms required of competency based instruction. But fundamentally the performance that is involved in demonstrating cognitive strategies is the originating of novel solutions to problem situations.

Since the conditions of instruction for learning cognitive strategies can only have an indirect effect upon their acquisition or improvement, the learning situation cannot be directly controlled. (Gagne and Briggs, p. 48). What is required, then, is the provision of a variety of opportunities for the use of cognitive strategies. Every new client, indeed every new contact with the same client, provides a unique problem situation for the counselor which provides practice in the use of cognitive strategies.[1] A variety of problem solving strategies for counseling may be learned in the form of new knowledge, but the application of those strategies requires the internally organized skills we call cognitive strategies. This is a creative process that can only be developed through exposure to opportunities in which the capability can be practiced.

Many such opportunities in counselor education can be structured and simulated outside the context of actual counseling experience. Such structured learning

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[1]Throughout this discussion the use of the term cognitive strategies must be understood in its specific use as a type of learning outcome as earlier defined. It is not equated with any particular counseling strategy or class of strategies. We are only saying that a wide range of counselor activity when counseling involves the use of that mental capability we call cognitive strategy.

experiences include role playing, discussing case material, viewing films, listening to tapes. But the further removed we are from the actual situation of use (practicum or actual counseling position) the more indirect the learning experience must be. Since it is not reasonable to assume that there is a single or "correct" way to deal with any particular human problem, we must stress the development of the capability to work effectively with problems as the learning outcome we desire.

We are clearly at a much higher level of learning complexity than we were with verbal information learning. We must deal more indirectly with the attainment of the learning outcome and we can only infer from indirect indices of performance that learning has taken place.

It may help to clarify a bit more the nature of this learning category in counselor education if we focus on a typical counselor education learning experience often called "responsive listening". There are particular kinds of verbal responses, for example, verbal reflection of a client statement, that in principle can be taught and learned in counselor education. On closer inspection, however, this verbal response learning cannot be reduced to either information learning or the application of a rule. Each client response is unique. Each client response occurs in the context of a communication process. The counselor may be able to learn a class of verbal counselor responses, but the process of utilizing that class of responses in a counseling interview requires the internal organizing skills of a cognitive strategy. Even if the counselor is primarily just listening, there is cognitive processing and ordering of information going on at a conscious level.

In my opinion, any analysis of the communication process in counseling that reduces the process to a collection of different verbal response skills may enable the direct teaching of those skills, but it will interfere with the learning of the more complex process of cognitive strategies. In such a complex communication process as counseling we also encounter those inner, attitudinal factors that further

complicate the learning process and which are not subject to operational analysis for instructional purposes.

To summarize the learning of cognitive strategies, we must recognize that this higher order of complexity increases the difficulty of defining competencies in a direct way, of designing direct means of instruction, and of evaluating the attainment of competencies by direct means. In order for competency based learning of cognitive strategies to take place, the counselor educator must be willing to forego direct operational specifications of the competencies to be learned and move to a more indirect statement of those competencies. One type of indirectly stated competency could relate the learning to the attainment of certain broad outcomes with clients that would result from acceptable performance. Instructional methods, in turn, must also be indirect and primarily allow for a range of learning situations or learning experiences in which the cognitive strategies may be tried out. These experiences can certainly be graded somewhat from simple to complex and from partial or limited to a completed series of counseling contacts.

ATTITUDINAL LEARNING - THE INNER DIMENSION

If there is a fundamental or generic learning that is basic to the development of the counselor, I would say that it would be the inner development or attitudinal development that emanates from the unconscious side of the human personality. This is not to say that conscious learning experiences are not important or do not influence attitudinal and inner development. They do. But they are not the only source of that development.

Gagne and Briggs in discussing attitude learning focused on the individual's personal action through choices made as inferring the presence or absence of an internal state we call an attitude. This poses something of a dilemma, however, when we focus on attitude learning.

If we define a particular desired attitude as being inferred from the behavior of the individual, then why not simply try to change the behavior directly and assume that the appropriate attitude will follow? This is essentially what Gagne and Briggs suggest in the two basic ways they approach attitude learning. (p. 63-65)

The first approach is the direct method of reinforcing the behavior that is manifested by a particularly desired attitude. The assumption is that "success" in performance will lead to a favorable attitude toward that behavior. This approach, it seems to me, does not require any assumptions about or concern with attitudes per se. Rather it goes directly to the behavior as the easiest point of access to the chicken-egg relationship between attitude and behavior.

A second approach to attitude learning is the indirect method of modeling. By watching someone else act in a particular way, and by seeing that person attain success and take satisfaction or pleasure in that success, the learner is vicariously reinforced for duplicating the performance. Such learning must assume the capability to duplicate the modeled behavior. In addition to this, Gagne and Briggs point out that "An attitude of respect for or identification with the human model must preferably be already present in the learner." (p.65) This brings the problem full circle. Where does that attitude of "respect" come from which is a prerequisite to learning the modeled behavior?

We can find a similar problem of attitude learning within counselor education when we examine the modality of client centered therapy. Carl Rogers has argued throughout his writings that the fundamental requirement of effective client centered counseling is the attitude of unconditional positive regard toward the client and the attitude of genuineness on the part of the counselor that is effective in bringing about change in the client.

What is typically taught, often through modeling the behavior, are those "responsive listening skills" of restatement, reflection, silence, summarizing a model of the client's concerns, and focused statements of the client's problem. We apparently assume that if students can learn to behave as we have, they will learn the appropriate attitudes. According to Gagne and Briggs, if the student sees us model the behavior, sees that we are successful and derive satisfaction from our success, and if we have the student's respect, the attitude may be learned. In practice, however, the only thing that we can count on being learned are the particular skills that are modeled. And students themselves often argue that focusing on these skills often interferes with the "natural" expression of themselves in the counseling interaction.

We must ask whether there might not be important internal states or attitudes for effective counseling that can neither be inferred from behavior nor influenced by behavior or any other conscious activity? Only by assuming this possibility can we break free of the tautology that identifies internal states with external behavior.

Reinforcing desired attitudes (i.e., behavior) or offering a human model of a desired attitude (i.e., behavior producing success and satisfaction), seems to involve only the primarily conscious/cognitive learning process that we have already discussed. In any case, the behaviors that we want counselor education students to learn are almost exclusively some type of verbal behaviors. The behavioral choices are among classes of verbal response patterns, including silence. But the attitudes that we consider important in counseling are in some sense affective and therefore, not totally subject to conscious ego control. Attitudes as feelings cannot be taught, they can only be evoked. Such evocative methods require an altogether different class of learning experiences and cannot be defined in operational terms. What would it mean to specify an attitudinal competency as "the ability to communicate unconditional positive regard?" And is that equivalent to "the ability to reflect

a client feeling response accurately enough that the client accepts the statement as an adequate reflection of those feelings?"

Attitude Learning: Beyond Competency Based Instruction

The entire premise upon which a competency based program rests is an external premise. Competencies are defined as operational performances that can be observed and evaluated through direct and indirect means. This precludes the specification of any competency that does not have an external reference point from which the competency can be inferred. As far as the learning situation goes, then, the inference becomes rather unimportant and the external reference point is the focus.

If, however, we look to the unconscious dimension of the human personality and assume that there is an inner influence or inner wisdom that touches our thoughts, feelings, and behavior from within, then we are no longer dealing with the same kind of learning for which we can state objectives and design instruction (at least not the kind of instruction that has been discussed so far).

The question must obviously be raised, then, if we assume there are internal states that are uninfluenced by conscious experience, of what concern should that be to the planning of a counselor education program? Of course, if the assumption is rejected as untenable in the first instance there is no issue to deal with. If internal states or processes are not directly accessible from without, then they don't matter. On the other hand, if the assumption is rendered tenable by empirical evidence then counselor education needs to deal more directly with this important human reality.

In order to deal with this issue, the premise upon which it is based must at least be understood, if not accepted. It is this: The totality of the human psyche encompasses both consciousness and unconsciousness. The two are not dichotomous but exist in relationship to each other on a continuum analogous to light and darkness, the extent of one is always relative to the extent of the other. Some of the contents

of our unconscious selves consist of once conscious, now repressed or forgotten experience. But at the deepest level of the unconscious there is an autonomous, directing principle that emerges into consciousness only in symbolic form. It carries meaning to our awareness through dreams, visions, the creative imagination, art forms, and twilight imagery. This part of our unconscious can be understood as the source of our creativity or an inner wisdom. In this sense we cannot teach it anything from the standpoint of our conscious lives. Rather our consciousness can learn from it simply by cooperating with it, allowing it to have access to our awareness by paying attention to the form and the manner in which its messages come. Once these messages reach consciousness they do not need to be "understood" in an intellectual sense. No analysis of them is necessary. Rather the energy that they bring to our conscious lives is in itself a positive, directing, and enabling force for our outer living. (See: Jung, 1960, Progoff, 1973a, 1973b)

I recognize that the preceding paragraph must sound strangely mysterious and to some even incomprehensible, especially when juxtaposed to what preceded it thus far. That is a function of the necessity to use a different language, even a different style, when speaking of the deeper aspects of the human psyche. But if this description is an accurate representation of empirical experience, then this has very important implications for counseling and the preparation of counselors.

The Unconscious Perspective

Depth psychology has been all but ignored in counseling psychology, the "big brother" of counselor education. The "Godfather", clinical psychology has drawn primarily on Freudian psychology when it has paid any attention to the unconscious at all. Psychiatry has been dominated by the Freudian view, but has had little or no effect upon counselor education in any case. What I am proposing as a depth psychology perspective, however, is not the more reductive view of Freud, but the holistic view of C.G. Jung. Within counseling psychology and counselor education the theorist and

practitioner who has come closest to articulating this view is Carl Rogers. Yet, even Rogers does not deal very explicitly with unconscious forces. But his principle of "growth directedness" is similar to the autonomous part of the psyche described by Jung.

Beyond Rogers, we could say that all the major contemporary modes of counseling that might typically be included or touched upon in counselor education programs focus on the conscious side of the human personality. Those operating closest to the unconscious side would be Adlerians, Gestalt therapists, and Transactional Analysts. Reality Therapy, Rational-Emotive Therapy, and the wide variety of behavioral modalities operate almost exclusively in the framework of conscious/cognitive/behavioral aspects of the human personality.

It is this end of the spectrum that is most amenable to specification and therefore, to competency based systems approaches. But as soon as we move toward the unconscious dimension, we are moving away from competencies and into affective, internal, attitudinal experiencing. These are not directly definable nor directly educable. They are, however, important influences in the individual human personality and in the counseling relationship. Problems of unconscious projection that affect both the counselor and the counselee, for example, are seldom dealt with in the typical counselor education program because they can't be contained in a "competency" or a "performance".

I believe that the field of counseling and its "big brother" counseling psychology, have been generally deprived of the dimension of depth psychology, except for a limited relationship with Freud. Limited to Freud, however, depth psychology remains a largely rational, conscious undertaking focusing on analytical, intellectual tools for approaching the unconscious. These tools have been largely eschewed by counseling psychologists in favor of more cognitive/behavioral strategies that largely ignore the uncon-

scious. Furthermore, the range of problems identified as the domain of counseling has generally been limited to the concept of "normality" and viewed in the context of general human development. This has led to a focus on consciously developed patterns of behavior. Skills and strategies are primarily addressed to direct, rather than indirect treatment of problems. The major "non-directive" treatment, Client-Centered Counseling, assumes an "inner directedness" yet pays little attention in its methodology to anything more than the verbalized affect of the client. The personality theory upon which it is based attributes the development of self-concept problems to inadequate or negative interpersonal (i.e., environmental) circumstances. The solution to this problem is to be found in the special relationship offered by the counselor, a necessary and sufficient condition for client improvement.

What we are left with is an overwhelming emphasis on the development of particular interviewing skills, on responsive listening skills, on the application of a wide range of specific treatment strategies, mostly behavioral interventions or cognitive interventions. The etiology and dynamics of human behavior is viewed almost entirely from the perspective of conscious learning. Even the relatively limited view of the repressed unconscious is hardly dealt with in the learning situation of counselor education.

At the same time the counselor's level of self understanding is considered of great importance for the development of appropriate empathy, unconditional regard, the ability to listen openly, and so on. One's own hang-ups, neuroses, or other psychic difficulties are to be brought into awareness and under control through one or more of the same approaches that are being taught as the basis for counseling competence. Yet, self understanding developed on that basis cannot go any further than the perspective of the counselor education program itself which in most cases begins and ends with the conscious ego. The tacit assumption is that the psyche equals consciousness.

This truncated view is good for systematizing programs and developing competency based instruction, but I believe it retards the development of our students and impedes or at least limits the kind and quality of help that counselors might otherwise be able to offer individuals.

I am proposing that we expand our horizons and make it possible to move beyond the limits of competency based programs without necessarily sacrificing the increased efficiency and improved specificity of those programs within the parameters that allow for such specificity. This requires that counselor education programs provide for a kind of second learning track to simultaneously accompany the competency based learning track already described. The remainder of this paper will attempt to briefly sketch what that second track might look like in practice.

Learning From Our Inner Wisdom: The View From Within

Psychic health is to be understood as the maintaining of a balanced relationship between the conscious and unconscious aspects of the psyche. Neither is to be sacrificed to the other or the psychological health of the person will suffer.

From the point of view of ego psychology we can readily understand how weak egos or "low ego strength" can be a problem for a person. But unless we can also view the psyche from within, we cannot see as clearly how the super-rational, ego inflated or "head tripping" person will also be in psychological difficulty. If there is an autonomous apsect to our unconscious side that brings its own wisdom and direction and movement into consciousness through symbolic means, then it would follow that to cooperate with that movement will be to cooperate with the healthy growth of the self. This is the assumption I am making. This is not the place to review the empirical/experiential evidence that supports this assumption, but instead I will cite just a few of the sources where the evidence is discussed. Suffice it to say that this view of the psyche is predominantly based on the work of C.G. Jung as extended by Ira Progoff. (See: Jung, 1960, Progoff, 1973, 1973a, 1973b)

If counselor educators take seriously their concern for the growth in self understanding of their students, then it must follow that this more holistic view of psychological health would be highly relevant to that concern. What remains is to suggest the kind of learning experience within counselor education that could be structured to promote this kind of self development.

The use of the Intensive Journal (Progoff, 1973, 1975) or some similar kind of psychological workbook provides one basis for a structured learning experience to promote this cooperative relationship with the unconscious.

"The Intensive Journal is a unique personal workbook structured in such a way as to make it an active instrument, not simply a passive recording instrument like a diary. The interplay of exercises and techniques that have been developed for its use builds a movement within the person that propels him forward in his outer life. The Intensive Journal thus enables a person progressively to restructure his life goals at his own tempo and in his own terms." (Dialogue House Associates, Inc)

The key to this process is found in the "nonanalytical methodology that reflects harmoniously the creative Elan of life as that life-force is moving at the depth of the individual psyche". (Progoff, 1973b, p.x) In contrast to the rational method of analysis, the nonanalytical method is more psyche-evoking, directing our attention "to those levels of human experience that are not directly accessible to our personal, or subjective, consciousness. We are not conscious of them, and to that degree we may say that they are part of the unconscious. They are not, however, composed of remnants of repressed past experience, what Freud called the unconscious repressed and Jung called the personal unconscious; neither do they belong to those half-unconscious levels that condition social behavior and form the realm of the interpersonal. Beyond the personal and beyond the interpersonal, the symbols of the depth dimension reflect the organic and the elemental ground of life. They are transpersonal." (p.xiv)

Having a method such as this to enable the counselor education student to work in his or her own individual life and to have opportunities to dialogue about one's individual growth in this way, would provide a parallel track for individual inner development to accompany the outer conscious developments primarily consisting of knowledge base learning and cognitive strategy practice. Such a program would provide a total learning experience rather than a partial one.

In such a program competency would no longer be limited to a definition of knowledge learned and certain performances demonstrated. Rather competency would encompass those definitions and also the development of an inner awareness that would illuminate and guide the sensitive use of all those competencies for the benefit of persons seeking counseling help. This increased inner awareness would be as relevant to the organizational functions of counselors as to the individual counseling functions.

Without this dimension included in our counselor education programs, I believe that competency based programs and the systems approach that facilitates their development will not produce any better counselors than are now produced by the most traditional programs we have. In which case, I do not believe that the effort involved in bringing about such competency based program changes would be worth much.

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